Making a Difference: NCWWI Impact & Lessons Learned

Leadership Academy for Supervisors: What We Learned & How We Changed

Freda Bernotavicz, Sue Ebersten, Crystal French, Gretchen Robbins, Marshall Soloway, University of Southern Maine/NCWWI LAS
Kathryn Connel, Indiana Department of Child Services
MB Lippold, Lippold Consulting

June 11, 2014
Session Overview

Chapters

I. In the Beginning…
II. Developing the training
III. Rolling out the LAS
IV. Perspective: Training Director
V. Perspective: LAS participant
VI. Lessons learned
VII. The next chapter

Questions & Closing
Chapter I

In the beginning....

Susan Ebersten
In the Beginning…

- Need for national leadership development for experienced child welfare supervisors
- Broadly accessible through online learning
Everyone has a Leadership Role!
NCWWI Leadership Model

National Child Welfare Workforce Institute Leadership Model

- Leading in Context: Building Collaboratives
- Leading People: Workforce Development
- Leading Change: Goal Setting
- Leading for Results: Accountability

Leadership Principles:
- Adaptive
- Collaborative
- Distributive
- Inclusive
- Outcome Focused

Making a Difference: NCWWI Impact & Lessons Learned – LAS | June 2014
A Service of the Children’s Bureau, a Member of the T/TA Network
"The path to great leadership starts with a deep understanding of the strengths you bring to the table."

(Rath & Conchie, 2008)
Leadership Development

LAS goal:
To develop leadership skills for implementation of change.
4 Quadrants: Leadership Competencies/Skills

- Accountability
- Capacity-building
- Service Orientation
- Decisiveness
- Entrepreneurship
- Financial Management
- Planning & Organizing
- Problem Solving
- Technical Credibility

- Conflict Management
- Developing Others
- Team Building
- Cultural Responsiveness
- Leveraging Diversity

- Partnering
- Political Savvy
- Influencing
- Negotiating

- Creativity and Innovation
- External Awareness
- Flexibility
- Strategic Thinking
- Vision

- Leading in Context
- Leading People
- Leading Change
- Leading for Results

Making a Difference: NCWWI Impact & Lessons Learned – LAS | June 2014

A Service of the Children’s Bureau, a Member of the T/TA Network
## Success Factors in Adult Learning

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce</td>
<td>Pre-work/exercises; readings; instructional content</td>
</tr>
<tr>
<td>Illustrate</td>
<td>Simulations to reinforce applicability</td>
</tr>
<tr>
<td>Practice</td>
<td>Case studies, problem solving, feedback, application to change initiative</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Strengths and learning self-assessment, knowledge checks</td>
</tr>
<tr>
<td>Reflection</td>
<td>Journaling, learning plan, learning portfolio</td>
</tr>
<tr>
<td>Mastery</td>
<td>Self-assess mastery of training material</td>
</tr>
</tbody>
</table>

(Trivette, Dunst, Hamby, & O’Herin, 2009)
LAS Blended Learning Model

- Self-Directed Learning: Learner to Content
- Follow-up Learning: Learner to Instructor
- Building Peer Support: Learner to Learner

**Adult Education Principles**
LAS Curriculum

I. Foundations of Leadership
- Pre-work
- Course
- LASLN

II. Leading in Context
- Pre-work
- Course
- LASLN

III. Leading People
- Pre-work
- Course
- LASLN

IV. Leading for Results
- Pre-work
- Course
- LASLN

V. Leading Change
- Pre-work
- Course
- LASLN

Take the Lead Series
- Recruitment Strategies
- Screening & Selection Strategies
- Diversity Leadership Strategies
- Coaching Strategies

Introductory Module
Chapter II

Developing the Training

Crystal French
Online Learning Elements: Glossary

Competencies for Leading for Results

The competencies relevant to Leading for Results are as follows. Move your mouse on the yellow boxes to expand the definitions.

- **Accountability**
- **Capacity Building**
- **Service Orientation**
  - Anticipates and is responsive to the needs of clients and constituents; delivers high-quality products and services; is committed to continuous improvement.
- **Planning and Organization**
- **Problem Solving**
Supervisors and Managers are Central to the Change Process

The Link

As the link between top level management and practice in the field, middle managers and supervisors are central to the change process. There are many different roles to play in leading change (Cahn & Berns, 2009).

Select each role below for a quick explanation.
## Knowledge Check

Drag the key to success from the left column to its corresponding statement on the right column.

<table>
<thead>
<tr>
<th>Key to Success</th>
<th>Definition/Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency based approach</td>
<td>Using a team-based approach and supportive climate.</td>
</tr>
<tr>
<td>Data</td>
<td>Priority to recruit, select &amp; retain by including in mission, job description, and supervisor/manager expectations.</td>
</tr>
<tr>
<td>Shared mission &amp; values</td>
<td>Knowledge and skills related to recruiting, selecting, supporting and managing performance.</td>
</tr>
<tr>
<td>Leadership commitment</td>
<td>Connecting personal values to work and agency mission.</td>
</tr>
<tr>
<td>Agency climate</td>
<td>Preparing, reinforcing and applying knowledge &amp; skills to increase worker morale, retention &amp; performance.</td>
</tr>
<tr>
<td>Training</td>
<td>Systems that compile and analyze workforce trends and track the process and progress of implementation.</td>
</tr>
</tbody>
</table>
Knowledge Check

Question 1
The more case managers that are involved with the client, the more likely a child will achieve permanency.

- True
- False

Question 2
Positive agency change and climate improve staff retention, but do not affect client outcomes.

- True
- False
Reflection Exercises

WORKSHEET #6
IMPLICATIONS FOR MY CHANGE INITIATIVE

Think about each of these six components. How does each component relate to your Change Initiative?

- Get on the Balcony:
- Identify the Adaptive Change:
- Regulate Distress:
- Maintain Disciplined Attention:
- Give the Work Back to the People:
- Be Open to All Voices:
Case Scenarios

Case Scenario

Let's take a moment now to apply what we've learned to a case study. In this study, a child welfare agency is looking for ways to improve the frequency and quality of father engagement in their child's case.

Dale Johnson supervises a unit called the "Father Finders" in a large urban child welfare agency. This unit supports the work of both the initial assessment and ongoing services units by seeking out and engaging fathers who are not in the home throughout the life of their children's involvement with the child welfare system. The purpose of the unit is to assist the agency in meeting federal permanency outcomes. It is one program element in the agency's larger Father Involvement initiative. The unit began three years ago.

Dale, Terry Jackson, Rashid Malik and Mei Liu have been working together since the creation of the Father Finders unit in order to identify which data would be useful. Dale has played a major role in getting the unit and has the direct responsibility for using data to guide improvement efforts.

Now, three years into the operation of the Father Finders unit, Dale's unit and the Initial Assessment units receive quarterly reports and are able to see patterns regarding the percentage of:

- reported cases in which there are non-resident fathers,
- non-resident father cases where the identity of fathers is established,
- non-resident father cases where locating information is established, and
- non-resident father cases where the father is contacted by the Father Finders program.

Two issues the team has worked on are discussed in the next few screens.
LAS Curriculum

I. Foundations of Leadership
   - Pre-work
   - Course
   - LASLN

II. Leading in Context
    - Pre-work
    - Course
    - LASLN

III. Leading People
     - Pre-work
     - Course
     - LASLN

IV. Leading for Results
    - Pre-work
    - Course
    - LASLN

V. Leading Change
   - Pre-work
   - Course
   - LASLN

Take the LEAD!

Take the Lead Series
Recruitment Strategies
Screening & Selection Strategies
Diversity Leadership Strategies
Coaching Strategies

Take the LEAD!

Making a Difference: NCWWI Impact & Lessons Learned – LAS | June 2014
A Service of the Children’s Bureau, a Member of the T/TA Network
Role of the Supervisor in Coaching
Program Effectiveness

To be effective a program needs the following components:

- a culture of learning,
- learners willing to learn,
- supervisors willing and able to coach, and
- the right coaching program for the agency.

Next we’ll look at each of these factors.
Chapter III

Rolling out the LAS

Marshall Soloway
Rolling Out the LAS

Recruitment & Registration

• Initial national recruitment very successful
• 403 supervisors registered
• 301 supervisors entered the first module
• 131 completed the module
• 11 participated in the LASLN
Indiana Coordinated Approach

• Indiana was the first statewide approach for the LAS
• 68 supervisors in the first cohort
• 90% completion rate
Rolling Out the LAS

Module 1 Participation Differences

- National Approach
- Indiana

- Registered
- Participated
- Completed
Rolling Out the LAS

Mixed methods evaluation designed and conducted by Butler Institute

Survey:
- Pre, post, Follow-up
- Transfer of learning

Qualitative:
- Interviews, open-ended survey questions
Chapter IV

Perspective: Training Director

Freda Bernotavicz & MB Lippold
Indiana/LAS Collaboration

• Free training!
• Imagine the possibilities!!
Indiana/LAS Collaboration

• Leadership training already priority
• Participating in LAS as a State entity
• “Let’s Try It!!”
Indiana’s Plan for First Cohort

• 3 experienced Supervisors in each Region nominated
• Started first module
• Scheduled Leadership Academy for Supervisors Learning Networks (LASLN’s) using Meeting Place technology
On-going Assessment in Pilot Phase

• Surveyed participants to get feedback
• Modified online training
• Clarified required vs. optional activities
• Video on navigating the website
Lessons Learned

• Supervisors want to learn and network
• On-line training beneficial since no travel required
• LASLN’s productive when participants actively involved
How Best to Network

Webinars

Face to Face

Videoconference

Advantages to each!
State Coordination: Required Activities

- Frequent communication regarding expectations
- Timely follow-up
- Dedicated staff time to coordinate, answer questions, have additional consultations
- “Pay-Off” clearly identified
Indiana 2011-2014 Academies

• Application process tied to promotional opportunities
• Change Initiatives identified
• Required worksheets reviewed & assessed
• Direct supervisors involved to provide support
• Coaching provided by LAS graduates, linked to performance appraisal process
• Combination of on-line learning and face-to-face sessions
Chapter V

Perspective of a LAS Learner

Gretchen Robbins & Kathryn Connel
Development of a Change Initiative
Change Initiative

Homebuilders:

• Team of highly trained holistic providers who focus on meeting needs of families at risk while family remains intact

• Intensive family preservation in attempt to keep family together
Homebuilders Change Initiative

• **Vision:** Children deserve opportunities to reside in a safe home without risk in order to thrive with their family first.

• **Mission:** To improve the safety, permanency, and well-being of children at risk of further abuse & neglect in their own home.

• **Partners:**
  – Department of Child Services (DCS); Homebuilders service providers; Families
  – Work as team to ensure safe home conditions
LAS Action Plan: Homebuilders

1. Identify who is needed for success
2. Attract the right at risk families
3. Get right people on board
4. Create learning culture
5. Create supportive culture
6. Create team
7. Manage performance
Specific Leadership Competencies

1. Created innovative opportunities to work with families and children
2. Partnered with Homebuilders as an agency
3. Built relationships both internally and externally
4. Influenced all partners to ensure child safety in their homes
Bright and Hot Spots

• Implementing Homebuilders in Marion County
  – Challenges: Completing referrals to Homebuilders to keep children in the home

• Clear communication to fill open slots in timely way
  – Challenges: Email chain with accurate information about openings or when openings will be available
Improvements/Changes

Technical
• Provide Homebuilders to families at “most risk”
• Clear communication to families about what service can provide
• Clear communication about families’ need level

Adaptive
• Empower families to want to change
• Encourage cooperation between Homebuilders and families
• Better communication to have services when “most high need” families come into system
Development of Personal Learning Plan
Specific Leadership Skills

1. **Communication:** Fundamental to change initiative success

2. **Coordination:** Set clear goals with families to improve working relationships with families, DCS, and Homebuilders

3. **Collaboration:** Focus on best interests and outcomes to influence team work
Personal Learning Plans over Time

3 months: 3.75
6 months: 3.82
12 months: 3.98
Gains/Successes

1. **Families** felt respected; built positive relationships; gained knowledge; increased confidence in parenting role and skills; kept children at home.

2. **DCS** gained better communication skills with Homebuilders; made timely referrals; gave good support & “buy-in” with community members; matched goals to family needs; limited safety concerns throughout case.

3. **Homebuilders** felt communication went well; referrals appropriate for program; techniques accepted by DCS; built trusting relationships; worked through challenging families; most cases closed successfully.
Learning Outcomes

Change Initiative Implementation over Time

- 3 months: 3.54
- 6 months: 3.69
- 12 months: 3.73
Chapter VI

Lessons Learned

Marshall Soloway
Freda Bernotavicz
LAS Participants’ Geographic Locations

- 49 of 50 states plus American Samoa
- State Cohorts
  - Alabama
  - Albany County, NY
  - Colorado
  - Illinois
  - Indiana
  - Hawaii
  - Oklahoma
  - South Carolina
  - Tennessee
  - Vermont
- National Cohorts
- Tribal Cohort
National Approach

• National LASLNs discontinued in 2012
• Self-directed curriculum still available nationally
• National cohorts implemented with increased support for learners
• National cohorts discontinued in 2012
LAS Participation

• Learning similar in all three groups

• Participation & completion rates differed dramatically

<table>
<thead>
<tr>
<th>Model</th>
<th>Enrolled</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Coordinated</td>
<td>246</td>
<td>87%</td>
</tr>
<tr>
<td>Self-Directed</td>
<td>551</td>
<td>5%</td>
</tr>
<tr>
<td>National Cohorts</td>
<td>97</td>
<td>15%</td>
</tr>
</tbody>
</table>

LAS 2009 - 2011
Lessons Learned

Participant experience:

• Satisfaction
• Learning
• Transfer
Participant Satisfaction

“The assignments were very valuable and made me think about what kind of leader I am and how I want to develop.”

“I really appreciate the online format. There is often not enough ongoing training that is provided to supervisors.”
Participant Learning

“It realistically identified the changes/challenges being faced by today’s social workers.”

“The information is great. It is helpful and informative. As with anything, it is just difficult to find time to do everything.”
Average Competencies by Module & Timepoint

<table>
<thead>
<tr>
<th>Module</th>
<th>Pre</th>
<th>Post</th>
<th>3-month</th>
<th>6-month</th>
<th>12-month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leading in Context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leading People</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leading for Results</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leading for Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Transfer of Learning

“This is going to be so helpful because it supports and validates … the change initiatives that have been introduced to the agency over the past six years!”

“It has been great to hone in on my skills in general and then to really look at engagement skills among staff. It has also been great to create a learning environment at all times for staff while offering supportive supervision.”
LAS Change Initiatives

• National Self-directed or Cohort
  – Self-directed change initiative topic choices
  – Little to no oversight or support by agency

• State Cohort
  – Change initiative goals connected to Agency priorities
  – Varied levels of change initiative implementation support and coaching
Lessons Learned: Implementation of Change Initiatives

**Facilitators**
- Time during work hours to participate
- Active support from manager
- Collaboration with peers
- Incentives/rewards
- Feedback

**Barriers**
- Extensive time demands
- No dedicated time in office to do the work
- Lack of permission and support from manager
## Differing Levels of Support

<table>
<thead>
<tr>
<th>PERMISSION</th>
<th>LIMITED SUPPORT</th>
<th>FULL SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager aware of</td>
<td>Manager allows office time to complete, may ask about deadlines/ completion</td>
<td>Full interest in the process, coaching and mentoring about application of concepts</td>
</tr>
<tr>
<td>participation and</td>
<td>“We talked about superficial things – whether I was meeting the deadlines, how far</td>
<td>“My supervisor and I talked a lot about it, where I was with it, how it was</td>
</tr>
<tr>
<td>may allow work</td>
<td>along I was – but not about the content”.</td>
<td>going. At monthly management meetings we talked about what we learned”.</td>
</tr>
<tr>
<td>time for LAS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“When he/she was</td>
<td></td>
<td></td>
</tr>
<tr>
<td>asked to ask us</td>
<td></td>
<td></td>
</tr>
<tr>
<td>about it, he/she</td>
<td></td>
<td></td>
</tr>
<tr>
<td>did”.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lessons Learned for LAS

- A blended approach is effective for leadership development of supervisors
- Participants
  - like the training
  - learn from the training
  - apply the training
However.....

• Any time, any place, accessible learning opportunities are not sufficient for self-directed participation.

• Participants need encouragement, incentives and support from their agencies.
Chapter VII

The Next Chapter

Susan Ebersten
Next Phase of the LAS

- Curriculum & supporting materials on website; available for interested states or self-directed participants
- Quick registration process to help our tracking
Next Phase of the LAS

Continue to Test Model:

• Working in locations with active state/University partnerships

• LAS will be delivered through Workforce Excellence (WE) Projects in 3 states

• Coordinated with LAMM in 5 states

• LAS alone in 6 states
QUESTIONS & COMMENTS
We’d love to hear from you…

Freda Bernotavicz, Fredab@usm.maine.edu
Kathryn Connell, Kathryn.Connel@dcs.IN.gov
Sue Ebersten, sebersten@usm.maine.edu
Crystal French, cfrench@usm.maine.edu
MB Lippold, ferdonia@sbcglobal.net
Gretchen Robbins, robbins@usm.maine.edu
Marshall Soloway, msoloway@usm.maine.edu
UPCOMING WEBINAR SESSIONS

MIND THE GAP: Addressing Child Welfare Challenges through Workforce Development Strategies

Please join us for our new National Webinar Series, which begins this Fall
Thank You!

Connect with Us

www.NCWWI.org